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Under date of September 1 last Charles Mills Gayley and William A. Merrill, Professors respectively of the English Language and Literature and of the Latin Language and Literature in the University of California, united in issuing the following circular to Teachers of English and Latin in the California Secondary Schools:

The purpose of this circular is to ask the assistance of teachers of English and of Latin in California secondary schools, in a matter pertaining to the preparation of candidates for teachers' certificates in these languages, and, in general, to the training of future specialists in English or in Latin.

Students continue to enter the university in considerable numbers, desiring to specialize in Latin or English, but unacquainted with Greek. When they are informed that a good knowledge of the Greek language and literature is of the greatest importance to teachers or specialists in English or Latin, and accordingly are advised to begin the study of Greek in the university, they are in the habit of replying as follows:

1. We have not time, now, to take up the elements of so difficult a language as Greek.
2. Even if we begin Greek in the university, we cannot, without too great sacrifice, carry the study far enough to gain the results sought for.
3. We were not informed, in the high school, by our teachers of Latin or English, that we should need Greek in our future studies and career.

The justice of this reply is evident. It may therefore seem to some that the departments of English and Latin in the university should require Greek among the prerequisites for the study of these languages as a major subject. The undersigned would indeed be strongly inclined to do this, if it were feasible. But since this is impracticable, the difficulty must be met, so far as possible, in the secondary school. We therefore earnestly recommend to teachers of English and Latin, particularly to those in charge of the work of the first two years of the high school curriculum, that they lose no opportunity to impress upon their pupils early in the course, that *for future teachers or specialists in Latin or English, no subject, outside of these languages themselves, is so important as Greek*. A neglect to avail themselves of the opportunity (if offered) to begin Greek in the high school will surely be attended with constantly increasing embarrassment and regret.

The high school curriculum is now sufficiently elastic, in most of our cities, to permit each pupil to choose at least *some* elective work. The purport of the foregoing advice, therefore, is to the effect that, for prospective teachers of English or Latin, *Greek is the elective subject first in importance*. The student's general culture in other lines is adequately provided for by the required studies of school and

university, so that this advice, to future specialists in Latin or English, may be given with the *utmost emphasis*, and without fear of too great limitation of the student's range.

This advice, furthermore, is in exact accordance with the spirit of modern education. The tide has long been setting (perhaps too strongly) against definite requirements, and especially against the requirement of Greek. But since we cannot *require*, it is all the more clearly our duty to *influence* those of our pupils who are to follow us in the inspiring work of teaching Latin and English, to secure the preparation which they will find later to be essential, by beginning the study of Greek before it is practically too late.

The desired influence may best be exerted, not in the shape of a single formal address, but by means of *frequent* pointed reminders, as the opportunity presents itself (as it so often does) in the course of the regular instruction in Latin or English. Permit us to add that the teacher who has not enjoyed, for himself, the opportunity to become familiar with Greek, can speak with special weight and force on this point, for his advice will be free from the slightest tinge of invidiousness.

We earnestly hope that you may see your way to giving effective assistance in the direction indicated, for the sake of deepening and strengthening the work of instruction in Latin and English in our great State. This is not a plea for *Greek*, from the standpoint of the Greek specialist, but for better *Latin*, and better *English*.

At the Commencement at Ann Arbor last June Professor Gayley delivered an address on educational matters, in which he strongly championed the value of the Classics. We should have presented extracts from this address, as printed in documents of the University of Michigan, had we not preferred to wait for the publication of the full address, which is promised by Messrs. Doubleday, Page and Co. for January or February next. Evidences are multiplying that teachers of other subjects are realizing once again the importance of those things for which the Classics stand. We commend the circular most heartily to all our readers, and we suggest in this connection a rereading of certain utterances already made in THE CLASSICAL WEEKLY (e. g. 1.137, 161-162, 201). Teachers of Latin are bound for their own sakes, to foster the study of Greek, first by themselves, then by their pupils. In another quarter, too, teachers of Latin should seek (as well as give) help; there ought to be an offensive and defensive alliance between teachers of Latin and teachers of French.

C. K.